

## Facilitator's Guide

# OVERVIEW

College students are at a vulnerable age for initiating prescription drug misuse — we can make a difference by raising awareness and creating a campus environment for the safe use of medications.

Prescription medications can help us live longer and healthier lives, but any medication has the potential to do harm — especially when misused. The misuse of prescription medications is one of our country's most pressing public health problems, with drug overdose being our leading cause of accidental death.

Young adults may misuse prescription medications to manage their lives, with little understanding of the potential social, physical, academic, financial and legal consequences of doing so.

While the majority of college students do not misuse prescription medications, research indicates the average age of first misuse falls within the traditional college years. As a result, now is the time to cultivate a campus environment for the safe use of medications.

Generation Rx University toolkit aims to:

- 1 Discuss** the scope, causes, and consequences of prescription drug misuse.
- 2 Explain** the safe medication practices that help young adults use medications safely.
- 3 Develop skills** that support young adults making safe and healthy choices involving medicine.

We believe college-aged students are poised to present these resources and share these important messages through peer-to-peer education. And, of course, professional staff members can be effective in educating students around these issues as well. As such, what follows is information for students or staff to present “Generation Rx University” resources on college campuses.

### What information will I find in this facilitator guide?

This facilitator's guide contains information to successfully present Generation Rx University resources on college campuses. In this guide you will find:

- 1 Getting Started:** a guide to help you plan your program.
- 2 In-Person Delivery Guide:** steps to complete both before and during an in-person program.
- 3 Virtual Delivery Guide:** steps to complete both before and during a virtual program.
- 4 Introductory Letter:** a letter for facilitators to share with leaders of the organization you've selected for your program. This letter is designed to assist you in introducing the purpose of your educational program and the importance of presenting this information. An editable file can be found online in the *Getting Started* section.
- 5 Additional Resources:** additional resources to share with program participants.

# GETTING STARTED



Below is a brief discussion of guidelines containing featured questions to help plan your educational program.

## Who is my audience?

Generation Rx University resources are appropriate for universal and selective audiences consisting of young adults and college-aged students (ages 18-25). Examples of populations to engage with appropriate contacts include:

- Students living in residence halls (resident advisors or hall directors)
- Student athletes (coaches, athletic administrators)
- Students engaged in fraternity and sorority life (organization leaders)
- Students engaged in academic organizations and clubs (club advisors, organization leaders)
- First year students (orientation or first year program administrators)

## Who can present these resources?

These resources are designed for use in peer education, but anyone can present them. Professional students in health, pharmacy, or medical fields are wonderful resources and are eager to discuss these important messages with others — consider partnering with one of them to present a live program.

## What types of educational resources are available?

Three types of educational resources are provided:

- 1 Activities:** for use in live programming through in-person or virtual educational programs.
- 2 Videos:** for sharing through digital platforms or for use in live programming.
- 3 Visual Aids:** for posting in high-traffic areas or sharing through digital platforms. Suggestions for maximizing their use are on [GenerationRx.org](https://GenerationRx.org).

## Can you deliver this program through either in-person or virtual modalities?

Yes! Facilitators can deliver this program through either in-person or virtual modalities. We encourage you to select the modality that works best for your program, and follow the relevant suggestions for program delivery presented later in this guide.

## Can these resources be customized for my college or university?

The following opportunities exist to customize content for your college or university:

- Customize the presenter information in the title slide of all PowerPoint-based activities.
- Customize the visual aid, “Getting Help”, which is available as an editable file on [GenerationRx.org](https://GenerationRx.org). We encourage you to personalize this poster with campus-specific resources for students to find help (e.g., campus wellness centers, academic advisors, etc.).
- Similarly, a slide titled “Need help? Use Campus Resources” is included in the PowerPoint-based activities. Facilitators can customize this slide with campus-specific resources prior to their use in live programming.
- Be mindful that any statistics presented will represent national data — if available, we encourage you to share similar statistics specific to your college or university during these discussions as well.



# GETTING STARTED (CONT.)



## What activities are available for use in an educational program?

Four activities are available for use in an in-person or virtual program, and each activity also includes viewing relevant accompanying videos (see table). Each activity takes 45 minutes–1 hour to complete. We encourage you to select the one activity that best addresses your needs, or consider delivering all activities across a series of educational programs for a more comprehensive approach. Please see the sections that follow for program delivery guidelines.

 <b>ACTIVITY</b>	 <b>Accompanying VIDEO on GenerationRx.org</b>	 <b>Discussion Focus</b>
Safe Medication Practices for Life <i>Discussion-based activity</i>	All 4 videos listed on <a href="https://www.GenerationRx.org">GenerationRx.org</a>	Prescription Opioids, Sedatives, Stimulants, and Safe Medication Practices
Generation Rx University Trivia Game	Safe Medication Practices for Life	Medication Safety Principles
Rising Above the Opioid Epidemic <i>Discussion-based activity</i>	The Impact of Misusing Prescription Opioids	Prescription Opioids
The Impact of Misusing Rx Stimulants <i>Skit-based activity</i>	The Impact of Misusing Prescription Stimulants	Prescription Stimulants

## For a live program, how do I make the arrangements?

In a short email message or phone call, introduce yourself and indicate your interest in providing an educational program about preventing prescription drug misuse. Consider providing your contact the 'Introductory Letter' to assist you with this introduction. Be as flexible as possible with the timing of your event and emphasize your willingness to adapt to their needs. Finally, be persistent, and don't be discouraged if you don't hear back immediately.

# PROGRAM DELIVERY TIPS & SUGGESTIONS

### Framing the conversation

- Do not suggest that the majority of young adults misuse medication. Recent research suggests that on average, 77% of college students safely use medication (i.e. only 23% have misused medication in their lifetime, even fewer misuse regularly).<sup>1</sup>
- Although the majority of young adults do not misuse medication, many are impacted by this public health crisis. Try engaging participants in thoughtful conversation and present information in a non-judgmental manner.
- While discussing the risks associated with prescription drug misuse, do not imply that the danger lies in taking prescription medication per se. It is the non-medical use of these medications, their use without a prescription from a healthcare provider, or their use in ways other than prescribed, that we are trying to prevent.

### Using person-first language

- For an individual with a substance use disorder, experiencing stigma often prevents the individual from seeking or receiving help. Thus, it is critical to use supportive language that reduces stigma and discrimination, and fosters a culture that supports individuals toward seeking help or maintaining their recovery. For example, this table indicates the an alternative to use instead of the term in the left column.<sup>2</sup>

<b>Term</b>	<b>Alternative</b>
Addict, abuser	Person with a substance use disorder
Abuse	Misuse, harmful use
Clean/dirty	Negative/positive
Habit	Substance use disorder

# IN-PERSON DELIVERY



If you are delivering a program in-person, complete these steps both before and during the program.

## Ideas for facilitating any small group discussions:

- 1 Once in a small group, ask participants to appoint a group leader.
- 2 Encourage participants to discuss the relevant discussion prompts — the group leader can help navigate and summarize the conversation.
- 3 After a period of time, end the small group discussion and resume the program with the larger group. Ask 1-2 group leaders to share a summary of their small group conversation.

## Other Discussion Techniques

Even with small groups, it may be difficult to generate discussion. Here are a few additional tactics to encourage conversation:

- **Notecard Swapping** — purchase a set of small index cards. Distribute several index cards to each participant. After you ask a question, encourage each participant to write their answer on one notecard. Each participant should then exchange their notecard with another individual — this “swapping” should occur 2-3 times in succession. After the exchange is complete, encourage participants to discuss the answers on their notecards with their peers nearby. Do they agree or disagree with these written thoughts? Encourage small groups to share their thoughts with the larger group. This approach works best with questions that generate different opinions or responses.
- **Leverage the Group Leader** — encourage the group leader to first offer their response related to the prompted discussion question, allowing others to feel more comfortable following with their individual thoughts.

## Before the Program:

Access the materials noted below at:

<http://generationrx.org/toolkits/university>

- Download and print the relevant facilitator talking points (one copy/facilitator). Review these talking points for activity-specific instructions.
- Ensure the computer you are presenting from is connected to the internet. Access any relevant videos, and minimize them on your computer.
- Access any relevant PowerPoint presentation — consider customizing the title slide.

## During the Program:

We encourage you to follow this outline for the program itinerary:

1. Introduce facilitators.
2. Consult the activity facilitator talking points for specific instructions.
3. Generation Rx resources are designed to support small group discussion. Thus, we encourage you to place participants in small groups of 4-6 people. If small groups are not possible, ask individuals to partner with a nearby peer.
4. If time allows, ask participants to introduce themselves within their small group.
5. Present the activity and deliver the program using the facilitator talking points as a guide. The talking points will prompt you to play any relevant videos at a specific point during the activity.
6. Wrap-up with a Q&A session.



# VIRTUAL DELIVERY



If you are delivering a program virtually, complete these steps both before and during the program.

## Ideas for facilitating small group discussion:

- 1 Once in a small group, ask participants to appoint a group leader.
- 2 Encourage participants to discuss the relevant discussion prompts — the group leader can help navigate and summarize the conversation.
- 3 After a period of time, end the small group discussion and resume the program with the larger group. Ask 1-2 group leaders to share a summary of their small group conversation.

## Other Discussion Techniques

Even with small groups, it may be difficult to generate discussion. Here are a few additional tactics to encourage conversation:

- **Chat Thread** — instead of forming small groups, the program facilitator can ask participants to type their ideas and responses in the chat thread. With this approach, we do encourage a co-facilitator to exclusively monitor the chat thread in an effort to help summarize the conversation or answer any questions.
- **Polling** — some discussion questions may adapt well to a polling question. This is an effective approach if you are working with a large group and have concerns about generating more formal discussion. Again, we encourage you to work with a co-facilitator to implement the polling questions and to help you summarize the results. Please review your platform's Polling settings and set-up any polls needed prior to hosting the program.
- **Leverage the Group Leader** — encourage the group leader to first offer their response related to the prompted discussion question, allowing others to feel more comfortable following with their individual thoughts.

## Before the Program:

Access the materials noted below at:

<http://generationrx.org/toolkits/university>

- Download and print the relevant facilitator talking points (one copy/facilitator). Review these talking points for activity-specific instructions.
- Identify the video conferencing platform approved for use by your institution or organization. Consider becoming familiar with the platform's tools and features that you may utilize during the program.
- Access any relevant videos, and minimize them on your computer.
- Access any relevant PowerPoint presentation — consider customizing the title slide.

## During the Program:

We encourage you to follow this outline for the program itinerary:

1. Introduce facilitators.
2. Consult the activity facilitator talking points for specific instructions.
3. Generation Rx resources are designed to support small group discussion. Thus, we encourage you to use breakout rooms to form small groups of 4-6 people to facilitate discussion. If small groups are not possible, ask individuals to use the chat thread to share their thoughts.
4. If time allows, ask participants to introduce themselves within their small group or through the chat thread.
5. Present the activity and deliver the program using the facilitator talking points as a guide. The talking points will prompt you to play any relevant videos at a specific point during the activity.
6. Wrap-up with a Q&A session.



# INTRODUCTORY LETTER

Dear (insert leader's name),

Greetings! My name is (insert name) and I am a student at (insert college or university), as well as an advocate for Generation Rx — a nation-wide educational initiative to promote safe medication practices in an effort to prevent the misuse of prescription drugs. Generation Rx has been powered through a partnership with The Ohio State University and the Cardinal Health Foundation since 2009. As an ambassador for this initiative, I am writing to open the lines of communication and request permission to present an educational program to the students in your organization on how to use medications safely.

Why is it important to teach college students how to safely use medications? It's true that prescription medications can help us live longer and healthier lives, but any medication has the potential to do harm — especially when misused. The misuse of prescription medications is one of our country's most pressing public health problems, with drug overdose being our leading cause of accidental death. Young adults may misuse prescription medications to manage their lives, with little understanding of the potential social, physical, academic, financial and legal consequences of doing so. While the majority of college students do not misuse prescription medications, research indicates the average age of first misuse falls within the traditional college years. As a result, now is the time to cultivate a campus environment for the safe use of medications.

The educational program includes engaging, hands-on activities that focus on teaching college students safe medication practices, as well as techniques for turning down the invitation to misuse and engaging in positive alternatives. I also plan to provide an opportunity for the audience to engage in a Q&A session.

Will you help me cultivate a campus environment for the safe use of medications? I've included my contact information below. Please contact me at your earliest convenience to further discuss this opportunity. For more information on Generation Rx, please visit [GenerationRx.org](http://GenerationRx.org).

Contact Information: (insert contact information)

I look forward to hearing from you!  
Thank you in advance for your time and support.

Best,  
(insert signature)



# ADDITIONAL RESOURCES



Following the completion of your program, we encourage you to give participants the opportunity to ask questions. No one is expecting you to be the expert, and it is okay to tell participants that you do not know but can help them find an answer. If you need help identifying answers, you are always welcome to email [info@generationrx.org](mailto:info@generationrx.org). In addition, you may consider referring participants to consult the resources below for more information.

## 1 Treatment Resources

The U.S. Substance Abuse and Mental Health Services Administration also provides a Behavioral Health Treatment Services Locator for persons searching for facilities treating substance use disorder. Visit [findtreatment.samhsa.gov](https://findtreatment.samhsa.gov), or call the hotline at 1.800.662.HELP to find help near you.

In addition, talk with your healthcare provider. They may be able to guide you to medical specialists, local treatment facilities, or medication-assisted treatment providers for help.

## 2 Campus Resources

If you think someone you know might have a problem, use campus resources to find help. These resources include: student health and wellness centers, campus recovery programs, college or university counseling services, academic advisors, and inter/national organizations.

## 3 GenerationRx.org

[GenerationRx.org](https://www.generationrx.org) is an excellent resource for more information related to medication misuse. Browse the website to learn common signs and symptoms to facilitate recognizing misuse, steps for taking action in a drug overdose situation, and information about the use of naloxone as a harm reduction strategy.

# SOURCES

1. Phillips, Erica L. & McDaniel, Anne E. (2018). College Prescription Drug Study Key Findings Report. Center for the Study of Student Life, The Ohio State University: Columbus, Ohio. Available at [go.osu.edu/cpds](https://go.osu.edu/cpds)
2. Adapted from The National Alliance for Advocates of Buprenorphine Treatment, [naabt.org](https://naabt.org)

